2018 national curriculum assessment

Key stage 1

Teacher assessment exemplification: end of key stage 1

English writing

Working at greater depth within the expected standard: Ali

Standards & Testing Agency

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Guidance

Using exemplification materials

- Exemplification materials provide examples of pupils' work to support teachers in making judgements against the statutory teacher assessment frameworks at the end of the key stage. If teachers are confident in their judgements, they do not need to refer to this document.
- Teachers should assess their pupils according to their school's own assessment policy, and use the statutory teacher assessment framework only to make a judgement at the end of the key stage. This judgement should be based on day-to-day evidence from the classroom which shows that a pupil has met the 'pupil can' statements within the framework.
- Exemplification materials illustrate only how 'pupil can' statements in the frameworks might be met. They do not dictate a particular method of teaching, or the evidence expected from the classroom, which will vary from school to school.
- Teachers should not produce evidence specifically for the purpose of local authority moderation. However, a sample of evidence from the pupil's classroom work must support how they have reached their judgements.
- Local authorities may find it useful to refer to exemplification materials to support external moderation visits. The materials show what meeting the 'pupil can' statements might look like. Moderators should not expect or require teachers to provide specific evidence similar to the examples in this document.
- This document is part of a suite of materials that exemplifies the national standards for key stage 1 English writing teacher assessment. The full suite is available on GOV.UK.

Using this writing exemplification

- This document contains a collection of work from a real year 2 pupil, Ali (whose name has been changed), that meets the requirements for 'pupil can' statements within the statutory teacher assessment framework for 'working at greater depth within the expected standard'. It shows teachers how they might judge whether a pupil has met the relevant standard.
- The collection consists of a sample of evidence (6 pieces) drawn from a wider range of the pupil's writing. Pieces have been selected specifically to exemplify the statements relevant to the 'expected' standard at which Ali is working, but the pupil's wider range of writing will contain elements relevant to the other standards in the English writing framework.
- Teachers should base their teacher assessment judgement on a broader range of evidence than that shown in this document. Evidence will come from day-to-day work in the classroom and should include work from different curriculum subjects, although a pupil's work in English alone may produce the range and depth of evidence required. Teachers can also use pupils' answers to test questions as evidence to support their judgements.
- The evidence that teachers consider in English writing should be based on the pupil's independent work. The examples used in this document were produced independently, though the context for each piece explains where specific support was given (for example, certain vocabulary). Teachers should refer to the STA's published teacher assessment guidance for further information on independent writing.
- Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the pupil's overall attainment in English writing. A teacher should still assess a pupil against all of the 'pupil can' statements within the standard at which they are judged, and a pupil's writing *should* meet all of the statements, as these represent the key elements of the national curriculum. However, a teacher's professional judgement takes precedence and this will vary according to each pupil.
- The frequency of evidence for 'pupil can' statements may vary across individual pieces within a collection of a pupil's writing, depending on the nature of the statement and the writing. For example, some evidence for the statement 'demarcate some sentences with capital letters and full stops' would be expected in almost all writing, whereas this would not always be the case for 'write about real events, describing these simply and clearly'.
- This document illustrates how the statements in the framework containing qualifiers ('some', 'many', 'most') may be applied to a particular collection of work. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Key stage 1 English writing teacher assessment framework

Please also refer to the Teacher assessment frameworks at the end of key stage 1 on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Ali: working at greater depth within the expected standard

This collection demonstrates sufficient evidence that the pupil's writing meets all of the statements for 'working at greater depth within the expected standard'. It illustrates a range of writing for different purposes, all undertaken independently: 2 narratives, a set of practical instructions, a factual recount of a real event (a trip to Portchester Castle), a book review (including a character description) and a letter of apology written in the role of a cat.

Thoughtfully-structured tasks enable the pupil to draw successfully on prior learning. Throughout, the pupil uses vocabulary and grammar drawn from reading to write effectively and coherently for different purposes, commenting in the review of 'Diary of a killer cat' that 'I loved the story language'. 'Poppy and the beanstalk' mirrors the language of a traditional tale while 'The Disgusting Sandwich' reflects a book read in class; 'Letter to Ellie's family' employs the more formal grammatical structures and vocabulary of apology. The mature control of a wide variety of vocabulary and grammar is a defining feature of this collection.

Many of the pieces are enhanced by the pupil's positive attitude towards writing, as is apparent in asides or direct address to the reader, the use of humour, and the choice of words and phrases to create effects (e.g. '… from this day forward I will be a good citizen…')

All 6 of the unannotated pieces contain simple additions, revisions and proof-reading corrections in the pupil's handwriting, including the insertion of omitted words and the refining of vocabulary, indicating that the pupil has re-read the work to check it.

Across the collection, the writing demonstrates consistent attainment of all the statements within the 'working at greater depth' standard. It is also clear that the pupil is secure in the preceding standards. In particular, the pupil uses past and present tense consistently and virtually always correctly. Subordination and co-ordination are well managed, often in ambitious structures.

The punctuation taught at key stage 1 is used, in almost all cases, correctly. For example, in addition to the correct use of full stops and capital letters, exclamation marks are used both for emphasis in statements and commands, and to mark exclamations; commas are used to separate items in lists; apostrophes mark singular possession in nouns. Although questions feature only in the first narrative and the book review, there is multiple usage in them, and the questions are consistently and correctly punctuated.

Spelling is mostly accurate; the pupil has applied the rules and guidance for years 1 and 2. Common exception words are correctly spelled, as are words with contracted forms, homophones, compound words and words where suffixes are added, e.g. *excitement*, *carefully*, *respectful*, *definitely* and *adventurous*. In spelling unusual or unfamiliar words, the pupil is generally able to segment spoken words into phonemes and to represent these by graphemes, making phonically-plausible attempts at the

correct spelling, such as *sarcasim* (sarcasm) or *reccommend*. The pupil's knowledge of spelling is also confident enough to allow for some playing with the rules, e.g. spelling 'so' as 'soooo' for emphasis. The diagonal and horizontal strokes needed in handwriting to join some letters are well-chosen, well-formed and secure.

Ali: annotations

Piece A: Narrative	Key
After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.	[C] composition [GP] grammar and punctuation [T] transcription

This re-telling mirrors the main events of the original tale, apart from the aspect the pupil chose to change – the main character's gender. The purpose of the narrative to engage the reader is clear, achieved through drawing on features of the original tale, e.g. repetition (*colder and colder and colder*, *creep… creep… creep*) and the pupil's own elaboration (*a trickety, old and wooden house*).

The pupil introduces and maintains a brisk style of narration successfully throughout this detailed and extended piece.

The adverbials that open paragraphs contribute strongly to the overall organisation and coherence, starting with *Once upon a time*. This is followed by *Early the very next morning*, *in the dusty allaway*, *Later on…*, *The next morning*, and so on.

The conclusion is abrupt but reflects a traditional tale.
[C]

This expanded noun phrase is typical of traditional tales and reflects the pupil's knowledge of such a feature.
[C]

<u>Poppy and the beanstalk</u>

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a trickety, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger.

Poppy thought it was an extrordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furios and she was so stubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

"Go to your room without any of your favourite scrumptious dinner!" Shouted Poppy's mother.

The opening lines reflect a traditional tale, including 'Once upon a time', the introduction of the main characters and how they lived, and the traditional cottage setting.
[C]

This adverbial is typical of a traditional tale.
[C]

Apostrophe marks singular possession.
[GP]

The subordinating conjunction (because) introduces the reason for the sale of the cow.
[GP]

The word 'get' was inserted successfully through proof-reading.
[C]

The past tense is used for narration and the present tense for dialogue with the stranger – both used correctly and consistently.
[GP]

The subordinating conjunction (when) opens the sentence here and gives variety to the sentence structures across the narrative.
[GP]

Poppy felt really miserable, so she went to her room without any of her favourite scrumptios dinner.

The repetition of the phrase in the previous sentence mirrors a traditional tale but also adds to the coherence of the narrative.
[C]

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up…up…up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

The simple, repeated vocabulary drawn from traditional tales is used to very good effect.
[C]

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep…creep…creep. Trembling, Poppy heard a booming voice. "FEE FI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISHMAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep.
Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

The choice of vocabulary reflects a traditional tale.
[C]

The subordinate clause that opens this sentence is strongly influenced by reading. The pupil follows this up with two simple main clauses joined by the coordinating conjunction 'and'.
[C] [GP]

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.
"Oh my!" cried Poppy's mum happily.
"What a lucky escape that was!" thought Poppy.

The deliberate repetition of this phrase continues the typically tale-like quality of this narrative.
[C]

Spelling is mostly correct, including most common exception words (*climbing*, *could*, *old*, *golden*, *fast*), most contracted forms (*couldn't*, *wasn't*), homophones (*there*/*their*, *bean*) and the addition of suffixes (*scrumptious*, *wooden*, *golden*, *dusty*, *cuddly*, *luckily*).

The pupil has made phonically-plausible attempts at most other spelling, such as *extrodinary.*
[T]

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Diagonal and horizontal strokes are used to join most letters. Letters remain unjoined where this is appropriate (e.g. between the *b* and the *l* in *trembling* and the *j* and the *u* in *jump*).
[T]

All sentences are correctly demarcated with capital letters, full-stops and question marks. Exclamation marks add emotive force to commands and statements (*Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant*!) and to mark an exclamation sentence (*What a lucky escape that was!).* The apostrophe for singular possession is correct throughout.
[GP]

Piece B: Recount	Key
Following class discussion of a trip to Portchester Castle, pupils were asked to plan and write a recount of the visit. Pupils had previously learnt about the features of a recount, and devised their own format for this piece.	[C] composition [GP] grammar and punctuation [T] transcription

This recount of a school visit fulfils its purpose effectively. It combines an account of the day's events with the pupil's commentary on exploring the castle and a personal response to what was seen.

Material is well organised in sections. Subheadings, a feature of non-narrative texts, guide the reader around the castle, reflecting the writer's enthusiastic exploration of the site (*At the outer walls*, *Up the spiral*, *Down the spiral*, *At the top of the keep*).

All the paragraphs open with adverbials (*First, Next, After that*, *After going down the spiral* and so on) that organise the piece sequentially and provide overall coherence. The use of the specific terminology learnt during the visit and in the classroom adds to the cohesion of this writing: *castle, keep, attackers, drawbridge, spiral, prisoners*.

The direct address to the reader in the final sentence (*I had a great day so I hope you have a favourite day of the year!*) provides a succinct yet effective ending.

[C]

Porchester Castle

Introduction

Yesterday I went to the old stoney Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxxx. On the way we sang Wheels on the bus, The king is in the castle and a little bit of Call me Maybye. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived and we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait to see what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

The word 'and' was inserted, as a result of successfully proof-reading.

[C]

The pupil's knowledge of spelling allows for the breaking of the rule for emphasis here.

[T]

The verb 'to see' was inserted into the original, evidence of re-reading or proof-reading.

[C]

The pupil uses brackets here to enclose the expanded noun phrase, which is additional information for the reader; this punctuation seems likely to have been drawn from reading.

[GP]

The subordination (introduced by 'when') and co-ordination (introduced by 'and') help to give a concise description of this complicated manoeuvre.

[GP]

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

The pupil uses an exclamation mark in the first sentence here (a statement) to express pleasure at the view and a further exclamation mark in the second sentence (an exclamation sentence) to make an emphatic connection with the reader.
[C] [GP]

Down the spiral

Later that day I went down the spiral – but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and ~~so~~ a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

Commas are used correctly to separate items in a list.
[GP]

Evidence of revision by pupil
[C]

Additional information for the reader is again bracketed.
[GP]

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

On the way back.

Finally we hopped on the coach to go back to school and I felt sad to leave Porchester Castle because every day I want to go to Porchester everyday and everyday we do a new topic.

Closing Sentence

I had a great day so I hope you have a favourite day of the year!

The closing sentence shows an awareness of an audience for the writing, engaging the reader and making a link with the writer.
[C]

Spelling is virtually always correct, including most common exception words (*old, because, climbing, after*), most contracted forms (*won't, couldn't*), most homophones (*there*), compound nouns (*drawbridge, clipboard*) and the addition of suffixes (*Finally*, *clapping*, *excitement, nearly, wooden*).
[T]

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Diagonal and horizontal strokes are used consistently to join letters.
[T]

All sentences are correctly demarcated with capital letters and full stops, with some correct use of exclamation marks for emphasis and to mark an exclamation sentence. Commas are used to separate items in lists.
[GP]

Piece C: Procedural	Key
After class reading and discussion of some examples of instructional writing and its features, pupils were asked to write their own instructions on how to make a paper windmill, using the set of photographs provided.	[C] composition [GP] grammar and punctuation [T] transcription

The instructions gives clear guidance on each stage of the windmill-making process.

The correct sequence of the instructions and their numbering, the consistent imperative verbs (*Get, Draw, Put*, etc.), the clear tone, the inclusion of important details (*but only to the dot you did in the middle*) and the change of verb for the final line (*Then you have got a paper windmill…)* all show the pupil's good knowledge of how instructions are written and how this reading has been drawn on in the writing. They also show a keen awareness of what a reader needs when reading instructions.

The writing is aligned well to the diagrams (shown in the pupil's script) and, where particularly helpful, are referred to: *Fold these bits carefully to the middle like this in the picture*. This is likely to have been drawn from the pupil's reading.
[C]

How to make a Paper Windmill

1. Get two pieces of paper and draw a box with an x cross with a dot in the middle of every line.
2. Draw some decorations on one side and on the other side leave it blank so how it is.
3. Put the two pieces in front of you to make sure you have got both of them.
4. Stick the decorated bit on front of the not decorated bit and stick it on.
5. Cut the lines of the cross but only to the ~~line~~ dot you did in the middle and cut it to there. Also, cut the squares with it.
6. Fold these bits ~~that~~ carefully to the middle like this in the picture, so you get it right!
7. Put a pin in the middle so the bits that you fold don't explode and you have to do it again.
8. Get a pencil with a rubber bit and go through the rubber until it sticks.
9. Then you have got a paper windmill and when you twist it it turns around quickly!

Co-ordination (and) introduces further instructions.
[GP]

Subordination (introduced by *so*) and co-ordination (introduced by *and*) make for a concise and useful instruction.
[GP]

The conclusion is typical of one that might be found in instructions written for primary-aged pupils – and this pupil has reflected that here.
[C]

Spelling is correct, including some common exception words (*sure, Put)*, a contracted form (*don't*), a compound word (*windmill*) and the addition of suffixes (*quickly*, *carefully*).
[T]

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and the digits (in the numbered instructions) are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Diagonal and horizontal strokes are used consistently to join letters, except where a join is unnecessary (e.g. between the *D* and the *r* of *Draw* and between the *r* and the *e* in *squares*)."
[T]

All sentences are correctly demarcated with capital letters and full stops. An exclamation mark is used appropriately for emphasis in the final sentence.
[GP]

Piece D: Letter	Key
After reading and discussing 'The Diary of a Killer Cat' by Anne Fine, pupils were asked to write a letter of apology from Tuffy, the killer cat, to his owners.	[C] composition [GP] grammar and punctuation [T] transcription

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet cat behaviour.

First of all I am sorry for bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ will be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I will also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

The piece has the correct layout, salutation and sign-off for a letter. The semi-formal style and contrite tone are in keeping with its purpose: to apologise.

The content is clearly organised. The direct address in the first paragraph states the letter's purpose, the second and third paragraphs detail Tuffy's crimes and his contrition, and the final paragraph is an effective conclusion.

Some minor but effective additions, revisions and corrections have been made, particularly the adjustment of the modal verb *would* to *will* in the second paragraph.

[C]

The apostrophe is used correctly to mark singular possession.

[GP]

The use of the present progressive (*I am writing…)* is appropriate for the letter. The present tense is sustained throughout (e.g. *I feel very guilty*).

[GP]

The comma separates items in a list.

[GP]

The imperative (accept) repeats the opening of the letter and concludes Tuffy's request for forgiveness.

[GP]

The exclamation marks at the end add emphasis to Tuffy's plea.

[GP]

Spelling is almost always correct, including common exception words (*your, house, because, grass, old*), a compound word (*housekeeper*), homophones (*your*) and the addition of suffixes (*bringing, disgusting, respectful, guilty*).

[T]

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters are of the correct size, orientation and relationship to one another and to lower-case letters. Diagonal and horizontal strokes are used consistently to join letters.

[T]

All sentences are demarcated with capital letters and either full stops or exclamation marks. The pupil uses an apostrophe correctly to mark singular possession, and a comma to separate items in a list.

[GP]

Piece E: Book review and character description	Key
After class reading and discussion of 'The Diary of a Killer Cat' by Anne Fine, pupils wrote these 2 companion pieces. Having written previous book reviews and character descriptions, pupils were given a few prompts to guide their planning of the book review, but then all writing of both pieces was independent.	[C] composition [GP] grammar and punctuation [T] transcription

This book review and character description are based on the pupil's reading of 'The Diary of a Killer Cat'.

In the review, sub-headings constructed as questions introduce each short paragraph. The pupil then answers these throughout the main text, presenting the writer's opinions about the book as a whole and about Tuffy, its main character, in particular. This approach results in an effective and readable review, very fit for purpose.

The pupil moves on to capture Tuffy's mischievous personality successfully, describing his character, appearance and behaviour in the 3 main paragraphs. The piece concludes effectively with the pupil's personal response to Tuffy.

The pupil's delight in this book is reflected in the enthusiasm of the language and the fluency and coherence of the writing.

[C]

Diary of a Killer Cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasim in it as well. The detail of it was great, and I loved the story language. How Tuffy lies and explains that he didn't do it makes me laugh, and how the dad describes Tuffy also makes me laugh.

An exclamation sentence expresses the positive reaction to the book.
[GP]

What was my favourite part?

I really enjoyed the whole book – but if I was to choose a favourite ~~book~~ part I would choose when the family pretended and acted that they didn't know that Thumper died and was like, "Oh no," and "Poor Thumper."

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffy! I ~~like~~ adore Tuffy because every second that Tuffy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

The revision adds emphasis.
[C]

How did I feel about the book?

I felt very excited from Friday because it said that they nailed up the cat flap, it left a real excitement of what was going to happen on Saturday.

A full stop rather than a comma is needed here to mark the end of the sentence. As Ali moves onto key stage 2, they will learn how to use semi-colons; this would be a good opportunity.
[GP]

Who would I recommend this to?

I would reccomend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

The pupil uses the present tense correctly and consistently to describe the cat's character and behaviour, i.e. this is the continuing state of the cat. The past tense is used consistently in answering the question: *How did I feel about the book*?
[GP]

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house. He has killed a ~~cull~~ cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ~~in~~ ignores the owners.

This ambitious sentence shows the pupil controlling grammar exceptionally well. It contains subordination (When) and co-ordination (or), providing additional information and detail about Tuffy's habitual behaviour, and different responses to his owners' commands.
[GP]

Tuffy has pointy ears that hear perfectly well and he sniffs mysterios things that we can't smell. He is covered from head to toe in ginger stripes and has claws as sharp as knives and daggers. Tuffy has a mischevios face on him all day because he is always ~~make~~ making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes – but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Spelling is mostly correct, including common exception words (*who, house, poor, because, something, eyes, everything, great, would*), most contracted forms (*didn't, can't, doesn't*) and words formed with suffixes (*stripy, killed, perfectly, making, quietly, definitely, excitement*). Errors are mostly in more challenging suffixes (*mysterios, behavior*).
[T]

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters.
Diagonal and horizontal strokes are used consistently to join letters.
[T]

Sentences are virtually always demarcated correctly with capital letters and full stops. Exclamation marks demarcate an exclamation and add force to some statements. Question marks in sub-headings and apostrophes for singular possession and contracted forms are all correct.
[GP]

Piece F: Narrative	Key
After reading 'The Disgusting Sandwich' by Gareth Edwards, pupils were asked to write their own version of the story, imitating the style of the original. In preparation, pupils devised a story map and discussed the ingredients they would choose to put in their most disgusting sandwich.	[C] composition [GP] grammar and punctuation [T] transcription

This retelling follows the sequence of the original narrative closely, incorporating the main events of the plot.

It draws on aspects of the grammar and vocabulary of the original, including using repetition effectively and building up the description of the increasingly 'disgusting' sandwich. New vocabulary shows the pupil having drawn on the original as a launch-pad for ideas.

The characters (*that black and white badger*), the location (*some smelly, dirty bins*) and, above all, the increasingly unappetising sandwich are described with expanded noun phrases, again using the device from the original story.

Present and past tenses are used consistently and correctly, with dialogue in the present tense incorporated into the narrative.

The pupil uses subordination and co-ordination to describe more complex events concisely, as well as short simple sentences for dramatic effect (*It's disgusting! Badger ran to the flowerbed. Then Badger ate up all the gross slugs*). The variety adds to the overall success of this narrative.

It is also worth noting the pupil's stamina in organising and sustaining a narrative of this length (just under 500 words).

[C]

Once upon a time there was a badger who always was hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~s~~ ~~re~~ dark, red slide when, oh no, the girl bumped into the boy and his delicous scrumptios sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~gl~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, sooo the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Past tense verbs are virtually always formed correctly, except in this case where the pupil has formed the past tense of 'bring' through analogy with 'sing/sang'.

[GP]

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, clean pond. The slimy, dark, green frog fished out the sandwich. He didn't mind the golden sand or the slimy, green seaweed. The bouncy frog

was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich.
"Oh, ~~we~~ I can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.
"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

The pupil shows excellent knowledge and control of verb tenses across this long narrative. Sentences in the narration are predominantly in the past tense; occasional shifts to the past progressive create particular effects, as here (*the crow was flying back*), showing what happened during the flight. The dialogue then continues in the present tense.
[GP]

~~Luckily~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich ~~so~~ with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped ~~an~~ it into a pile of tickly feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some smelly, dirty bins.

The building up of the expanded noun phrases mirrors the device in the original story and shows the pupil drawing on this awareness highly effectively, with some new and different vocabulary being introduced in a similar fashion to the original.
[C]

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

Commas are used correctly to separate items in a list.
[GP]

Spelling is mostly correct, including most common exception words (*because, children, beautiful, past, grass, couldn't*), most contracted forms (*couldn't, didn't, can't, It's*), compound words (*sandpit, seaweed, flowerbed*), homophones (*past, through*) and the addition of suffixes (*adventurous, tremendously, properly, sparkling, beautiful, oozy*).
[T]

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Diagonal and horizontal strokes are used consistently to join letters.
[T]

All sentences are correctly demarcated with capital letters and full stops. There is some correct use of exclamation marks for emphasis in statements (*It's disgusting!).* An apostrophe is used correctly for singular possession (*the daughter's crow*), as well as for plural possession (ants' nest) – part of the Year 4 programme of study.
[GP]

Ali: evidence check

The following tables show how Ali's work has met the 'pupil can' statements across the collection for 'working at greater depth within the expected standard'.

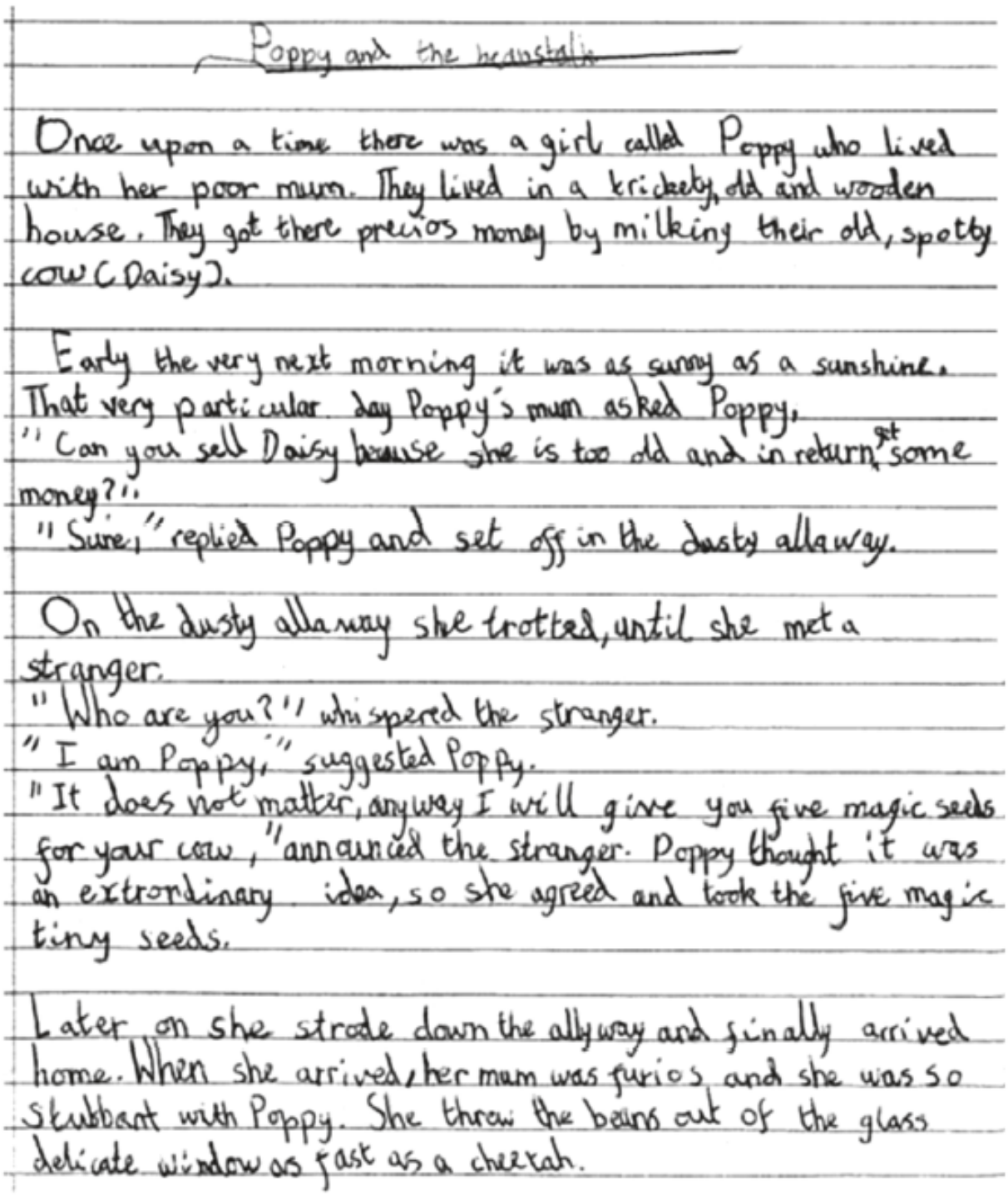
There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Ali's work has demonstrated the 'pupil can' statements in these 6 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard							
Name: Ali	**A**	**B**	**C**	**D**	**E**	**F**	Collection
The pupil can, after discussion with the teacher:	Narrative	Recount	Procedural	Letter	Book review	Narrative	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	✓	✓	✓	✓	✓	✓	✓
• make simple additions, revisions and proof-reading corrections to their own writing	✓	✓	✓	✓	✓	✓	✓
• use the punctuation taught at key stage 1 mostly correctly	✓	✓	✓	✓	✓	✓	✓
• spell most common exception words	✓	✓	✓	✓	✓	✓	✓
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)	✓	✓	✓	✓	✓	✓	✓
• use the diagonal and horizontal strokes needed to join some letters.	✓	✓	✓	✓	✓	✓	✓

Ali: pupil scripts

Piece A: Narrative



Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,
"Can you sell Daisy because she is too old and in return, get some money?".
"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.
"Who are you?" whispered the stranger.
"I am Poppy," suggested Poppy.
"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extrordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furios and she was so stubbart with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

Piece B: Recount

Porchester Castle

Introduction

Yesterday I went to the old stoney Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxxx. On the way we sang Wheels on the bus, The king is in the castle and a little bit of Call me Maybye. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived and we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very edger because I couldn't wait to see what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

On the way back.

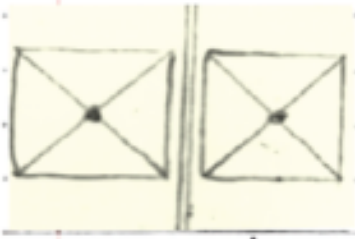
Finally we hopped on the coach to go back to school and I felt sad to Leave Porchester Castle because every day I want to go to Porchester everyday and everyday we do a new topic.

Closing Sentence

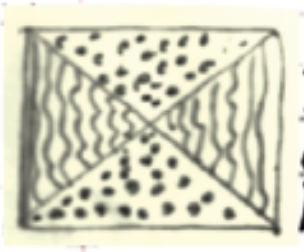
I had a great day so I hope you have a favourite day of the year!

Piece C: Procedural

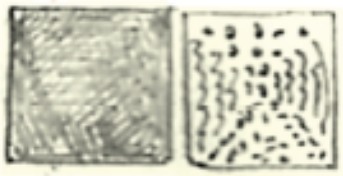
How to make a Paper Windmill



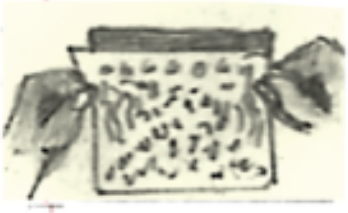
1. Get two pieces of paper and draw a bot with an X cross with a dot in the middle of every line.



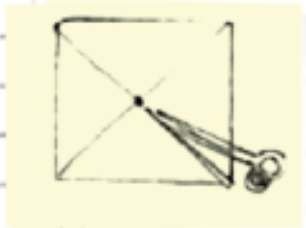
2. Draw some decorations on one side and on the other side leave it blank so how it is.



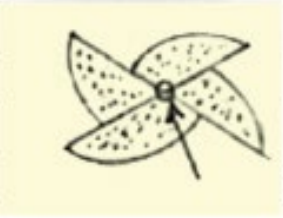
3. Put the two pieces in front of you to make sure you have got both of them.



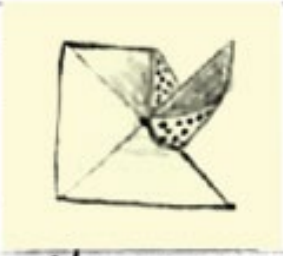
4. Stick the decorated bit on front of the not decorated bit and stick it on.



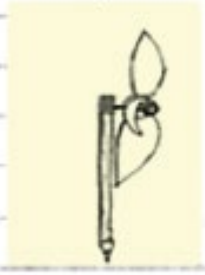
5. Cut the lines of the cross but only to the ~~line~~ dot you did in the middle and cut it to there. Also, cut the squares with it.



6. Fold these bits ~~that~~ carefully to the middle like this in the picture, so you get it right!



7. Put a pin in the middle, so the bits that you fold don't explode and you have to do it again.



8. Get a pencil with a rubber bit, and go through the rubber until it sticks.



9. Then you have got a paper windmill and when you twist it it turns around quickly!

Piece D: Letter

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet cat behaviour.

First of all I am sorry for bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper will be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I will also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Piece E: Book review and character description

Diary of Killer cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasim in it as well. The detail of it was great, and I loved the story language. How Tuffsy lies and explains that he didn't do it makes me laugh, and how the dad describes Tuffsy also makes me laugh.

What was my favourite part?

I really enjoyed the whole book - but if I was to choose a favourite ~~book~~ part I would choose when the family pretended and acted that they didn't know that Thumper died and was like, "Oh no," and "Poor Thumper."

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffsy! I take adore Tuffsy because every second that Tuffsy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

How did I feel about the book?

I felt very excited from Friday because it said that they nailed up the cat flap, it left a real excitement & what was going to happen on Saturday.

Who would I recommend this to?

I would reccomend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house. He has killed a cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterios things that we can't smell. He is covered from head to toe in ginger stripes and has claws as sharp as knives and daggers. Tuffy has a mischerios face on him all day because he is always make making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Piece F: Narrative

Once upon a time there was a badger who always was v hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.
"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~sss~~ dark, red slide when, oh no, the girl bumped into the boy and his delicous scrumptios sandwich fell in the sandpit!!
"Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~at~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. Oh, NO!!!
The children couldn't share properly, ~~sooo~~ the sandwich fell in the pond covered with, slimy, green seaweed.
"We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, dead pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the golden sand or the slimy, green seaweed. The bouncy frog was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich.
"Oh, I can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.
"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~tuckity~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped on it into a pile of tickly feathers that somehow got there.
"Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some bins. smelly dirty

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.



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